



Student Center Activities



Fluency

Produced by the Florida Center for Reading Research

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Introduction

During the Spring 2004 Florida Reading First school site visits, staff from the Florida Center for Reading Research (FCRR) determined that teachers may benefit from classroom materials that would be immediately useful in implementing independent student center activities.

Over the past year, a team of teachers at FCRR has been collecting ideas and creating materials for use in kindergarten and first grade classrooms.

There are three books:

1. Phonological Awareness and Phonics Student Center Activities
2. Fluency, Vocabulary, and Comprehension Student Center Activities
3. Teacher Resource Guide

The first two books are activity plans and activity masters ready for immediate use in classrooms. The third book is an informative guide offering important insight on differentiated instruction and how to use the student center materials. Next year (2005-2006), similar materials for second and third grade classrooms will be developed.

When considering Florida's formula, 5 + 3 + ii + iii = No Child Left Behind, please note that each instructional component is covered in the student center activities books. In addition, the activities will directly support your efforts to provide effective initial instruction, because they will help you to provide differentiated instruction to meet the needs of every child.

Marcia L. Kosanovich-Grek, Ph.D.
Director of Curriculum and Instructional Projects
Florida Center for Reading Research

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F.001

Letter Recognition

Speedy Alphabet Arc

(Adapted from *Just Read, Florida! K-3 Reading Academy*)



Objective

The student will gain speed and accuracy in letter recognition.



Materials

- ▶ Alphabet Arc (Activity Master F.001.AM1a)
Enlarge 200 percent and attach to 12" x 18" construction paper.
- ▶ 12" x 18" construction paper
- ▶ Small uppercase letters
Plastic or foam
- ▶ Timer (e.g., sand or digital)
- ▶ Container
Place letters in the container.



Activity

Students match letters of the alphabet to the Alphabet Arc in a timed activity.

1. Place the Alphabet Arc and container of letters on a flat surface.
2. The student sets the timer for three minutes.
3. Chooses a letter from the container and matches it to the letter on the Alphabet Arc.
Tries to complete the Arc in three minutes or less.
4. Repeats the activity attempting to beat the time in two or one minute increments.
5. Picks up the letters one by one, states the letter name, and returns the letters to the original container.
6. Self-check



Extensions and Adaptations

- ▶ Match lowercase alphabet letters to the Arc in three minutes or less.
- ▶ Complete the partial Alphabet Arc (Activity Master F.001.AM1b).

Fluency

Speedy Alphabet Arc

F.001.AM1a

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Z

W

V



Speed Letter Stamping



Objective

The student will gain speed and accuracy in letter recognition.



Materials

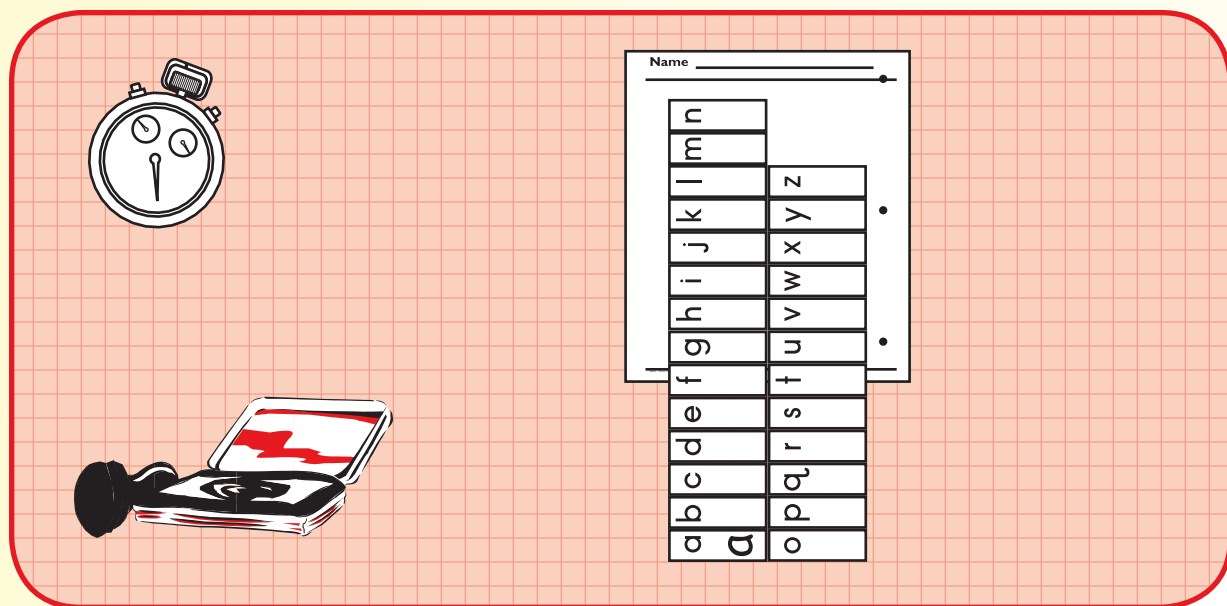
- ▶ Lowercase letter stamps
- ▶ Stamp pads
- ▶ Lowercase alphabet strips (Activity Master F.002.AM1a - F.002.AM1b)
Cut and glue together
- ▶ Paper
- ▶ Pencils
- ▶ Timer (e.g., sand or digital)



Activity

Students stamp letters on an alphabet strip in a timed activity.

1. Place alphabet strips, letter stamps, and timer at the center.
2. The student sets the timer for three minutes.
3. Selects a letter stamp, states the name of the letter, and stamps the letters on the lowercase alphabet strip.
4. Continues the activity until the timer rings.
5. When the timer rings, records the number of letters stamped.
6. Repeats the activity, attempting to increase speed and accuracy.
7. Teacher evaluation



Extensions and Adaptations

- ▶ Use uppercase letter stamps (Activity Master F.002.AM1c - F.002.AM1d).
- ▶ Match initial sound pictures to the letter grid.

Name _____

F.002.AM1a

Speed Letter Stamping

glue	glue
g	u
f	t
e	s
d	r
c	q
b	p
a	o



Name _____

Speed Letter Stamping

F.002.AM1b

n

m

l

k

j

i

h

z

y

x

w

v



Name _____

F.002.AM1c

Speed Letter Stamping

glue	glue
G	U
F	T
E	S
D	R
C	Q
B	P
A	O



Name _____

Speed Letter Stamping

F.002.AMId

N

M

L

K

J

I

H

Z

Y

X

W

V



**Objective**

The student will gain speed and accuracy in letter recognition.

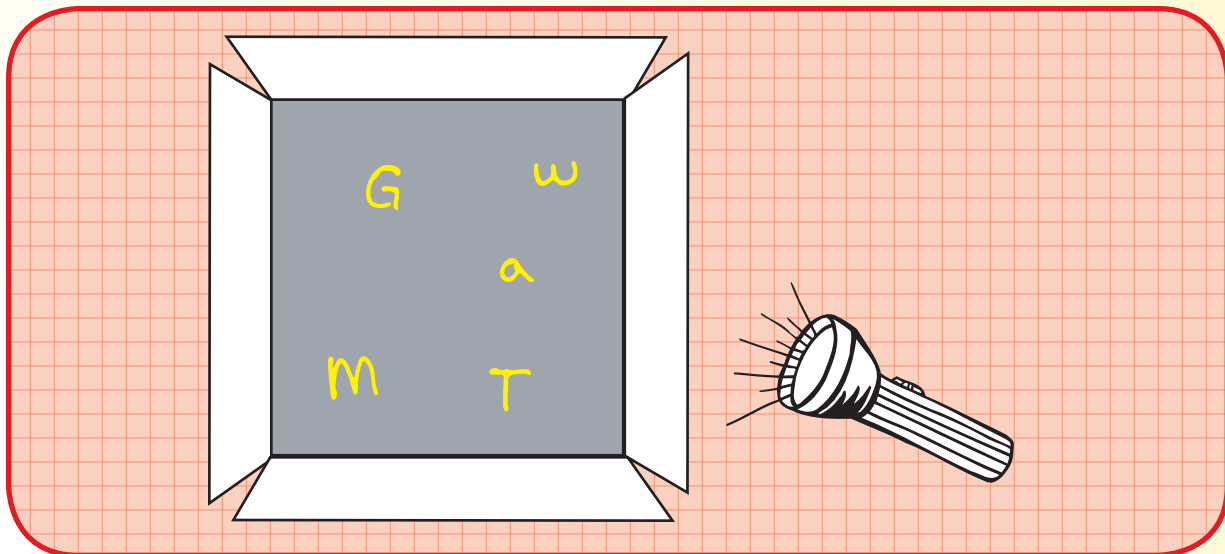
**Materials**

- ▶ Large box
- ▶ Black bulletin board paper
Line the box with the black paper.
- ▶ Glow-in-the-dark chalk
Write upper and lowercase letters on the back wall of the box.
- ▶ Flashlight
- ▶ Black construction paper
For student use
- ▶ White chalk

**Activity**

Students use a flashlight to quickly identify letters of the alphabet.

1. Place box (turned on its side) and flashlight at the center. Provide each student with black paper and chalk.
2. Working in pairs, student one shines the light on a letter.
3. Student two quickly names the letter.
4. Continue the activity naming all the letters.
5. Reverse roles and repeat the activity.
6. Practice writing the letters with chalk on a piece of black paper.
7. Peer evaluation

**Extensions and Adaptations**

- ▶ Use dry-erase boards and pointer stick.



Hungry Letter Mouse



Objective

The student will gain speed and accuracy in letter recognition.



Materials

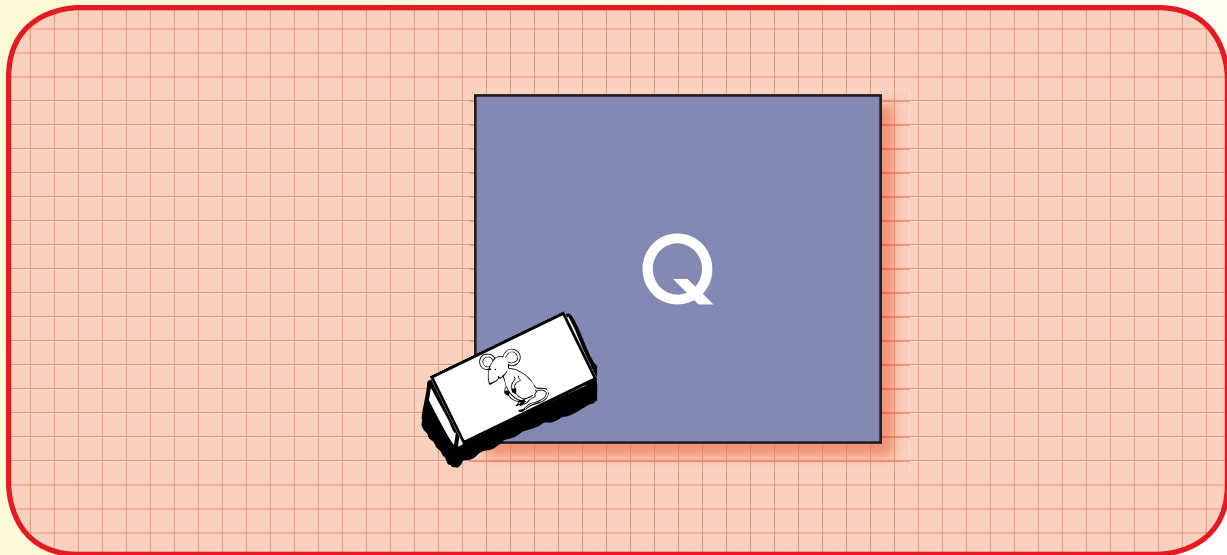
- ▶ Two dry-erase boards or chalkboards
- ▶ Two dry-erase markers or chalk
- ▶ Eraser
- ▶ Mouse (Activity Master F.004.AM1)
Tape the mouse to the eraser.
- ▶ Alphabet strip (Activity Master F.004.AM2)
- ▶ Counters



Activity

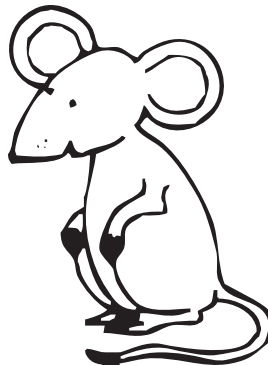
Students quickly identify and erase letters of the alphabet.



















1. Place the dry-erase marker boards, markers, eraser, and alphabet strip at the center.
2. Working in pairs, student one writes a letter on the marker board, counts to three, and begins to erase the letter with the mouse eraser.
3. Student two attempts to name the letter before the “mouse” can eat it.
4. If the letter is identified before the “mouse” eats it, places a counter on the matching letter on the alphabet strip. If the letter is not identified the “mouse” says the letter name and gobbles it up, “munch, munch.”
5. Reverse roles and continue the activity.
6. Peer evaluation



Extensions and Adaptations

- ▶ Say the sounds.
- ▶ Say a word that begins with the initial sound of the letter.
- ▶ Read target words.



glue		glue	
Ii		Rr	
Hh		Qq	
Gg		Pp	
Ff		Oo	
Ee		Nn	
Dd		Mm	
Cc		Ll	
Bb		Kk	
Aa		Jj	



**Objective**

The student will gain speed and accuracy in letter recognition.

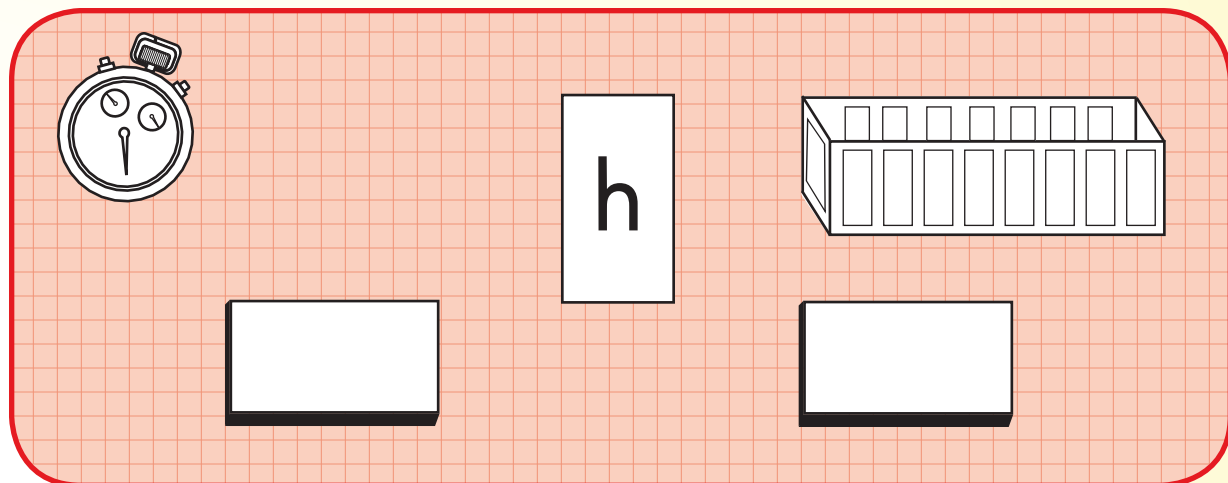
**Materials**

- ▶ Set of letter cards (Activity Master F.005.AM1a - F.005.AM1i)
Choose six target letters, copy six times, and cut into cards.
- ▶ Basket
- ▶ Timer (e.g., digital)
- ▶ Paper
- ▶ Pencils

**Activity**

Students play a card game identifying and tapping the target letters.

1. Place the stack of letter cards and basket on a table.
2. Working in pairs, student one selects one card from the stack as the target letter and places it face up on the table.
3. Student two divides the remaining letter cards into two stacks, one for each student.
4. Student one sets the timer and says “go.” Each student turns over one card, says the letter as quickly as possible, and taps his card if it matches the target letter.
5. If a match is made, places the card under the target letter. If a match is not made, places the card in the basket.
6. Continue the activity until each student plays all his cards.
7. Student two counts the cards in the target letter stack and records the number on paper.
8. Reverse roles and continue activity, attempting to increase speed and accuracy. Compare recorded times to determine fastest round.
9. Peer evaluation

**Extensions and Adaptations**

- ▶ Use target words.

A

B

C

D

E

F



G

H

I

J

K

L



M

N

O

P

Q

R



S

T

U

V

W

X



Y

Z

a

b

c

d



e

f

g

h

i

j



k

l

m

n

o

p



q

r

s

t

u

v



w

x

y

z



**Objective**

The student will gain speed and accuracy in letter-sound correspondence.

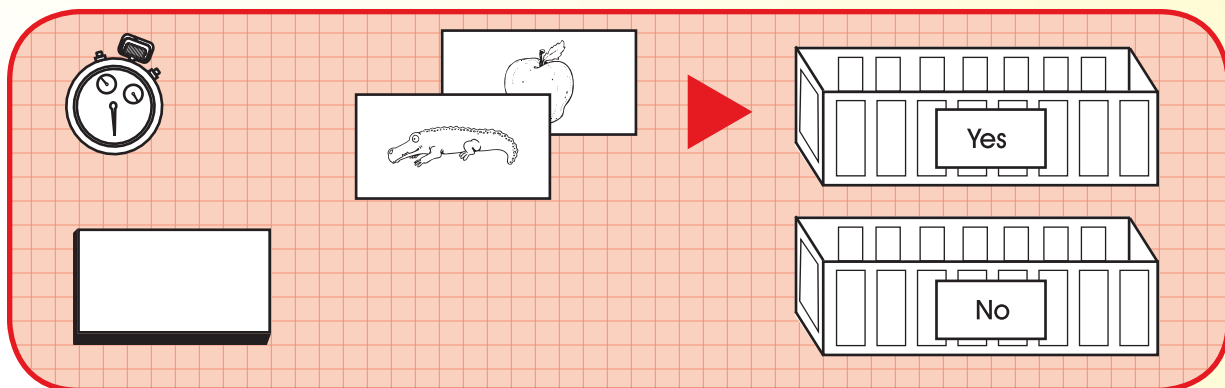
**Materials**

- ▶ Set of initial sound picture cards (Activity Master PLSC-I.1 - PLSC-I.22 See Phonics section)
Choose two picture cards for each target sound.
- ▶ Two small baskets
Label one basket “yes” and one basket “no.”
- ▶ Paper
- ▶ Pencils
- ▶ Timer (e.g., sand or digital)

**Activity**

Students identify and match initial sounds of words of a timed activity.

1. Stack picture cards face down and place the baskets beside the cards on a flat surface.
2. Taking turns, student one sets the timer for three minutes, draws a card from the stack, and places it face up starting a new stack. Student two says the initial sound of the picture card.
3. Student two draws a card from the face down stack, says the sound, and compares it to the face up card. If the initial sounds match, says “match-it” and places matching cards in the “yes” basket. If the cards do not match, student two places the drawn card in the “no” basket.
4. Student one records the number of matches in the round, student two records the time.
5. Reverse roles and continue the activity.
6. Repeat activity, attempting to increase speed and accuracy.
7. Peer evaluation

**Extensions and Adaptations**

- ▶ Write the words.
- ▶ Use medial and final sound picture cards (P.LSC-M.1 - PLSC-M.13 and PLSC-F.1 - PLSC-F.16).



Clothespin Match

Objective

The student will gain speed and accuracy in letter-sound correspondence.

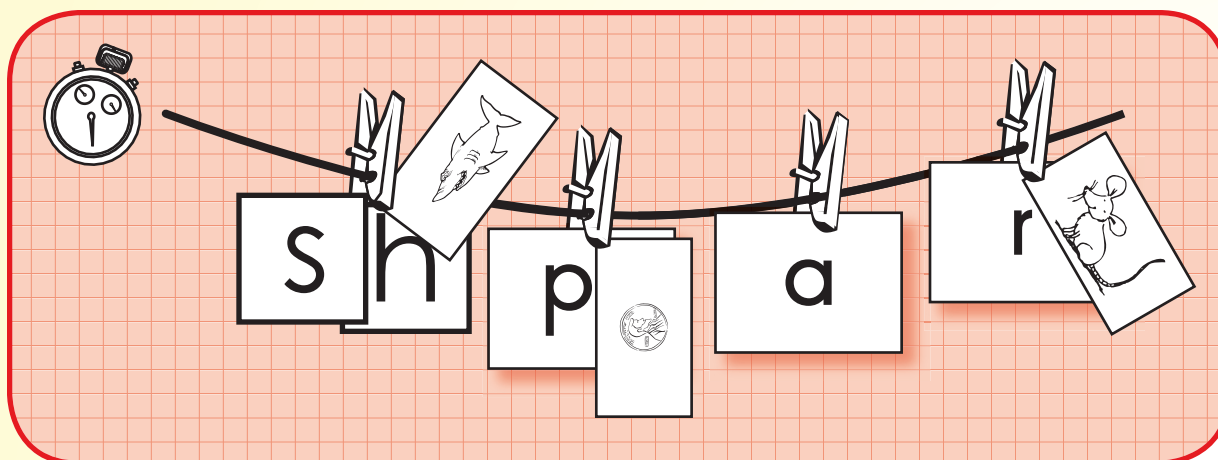
Materials

- ▶ Initial sound picture cards (Activity Master PLSC-I.1 - PLSC-I.22 See Phonics section)
Choose target sound picture cards.
- ▶ Set of letter cards (Activity Master F.007.AM1)
Choose target sound letter cards.
- ▶ Basket
Place letter cards in the basket.
- ▶ Timer (e.g., sand or digital)
- ▶ Tray
Scatter picture cards on the tray.
- ▶ Clothesline
- ▶ Clothespins (or paper clips)

Activity

Students match initial sound picture cards to letters on a clothesline in a timed activity.

1. Place the basket of letter cards, tray of picture cards, and timer on a flat surface. Place the clothespins on the clothesline.
2. The student sets the timer for one minute or less.
3. Chooses a picture card, finds the letter(s) that matches the initial sound of the picture, and clips together on the clothesline.
4. Continues the activity until all the matches are made.
5. Repeats the activity to “beat the time.”
6. Self-check



Extensions and Adaptations

- ▶ Write the words in three minutes or less.
- ▶ Use medial and final sound picture cards (PLSC-M.1 - PLSC-M.13 and PLSC-F.1 - PLSC-F.16).

f	l	r	x	
e	k	q	w	
d	j	p	v	
c	i	o	u	
b	h	n	t	z
a	g	m	s	y





Fluency Letter Wheel



Objective

The student will gain speed and accuracy in letter-sound correspondence.



Materials

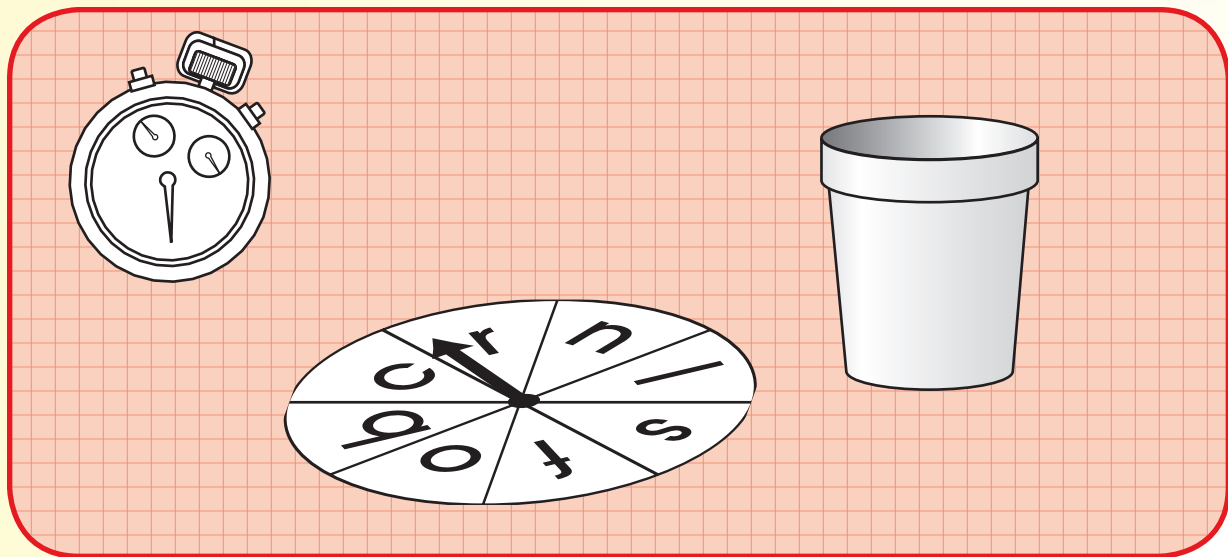
- ▶ Initial Sound Wheel (Activity Master F.008.AM1)
Copy wheel on cardstock.
Cut wheel and attach arrow with a brad.
- ▶ Student graph (Activity Master F.008.SS)
- ▶ Cup
- ▶ Counters
- ▶ Timer (e.g., sand or digital)



Activity

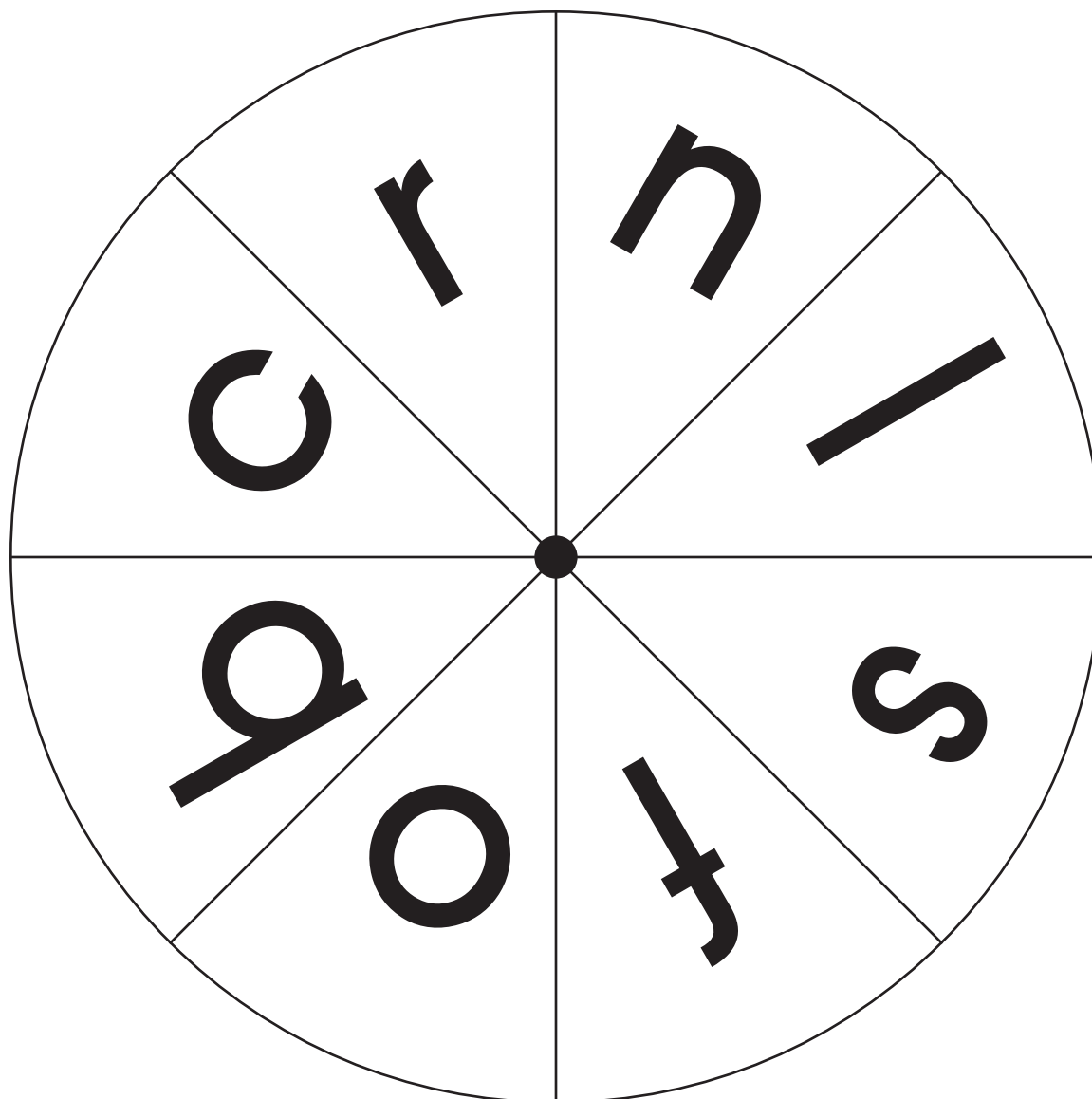
Students play four rounds of a timed initial sound spinner game.

1. Place the Initial Sound Wheel, cup, counters, and timer at the center.
2. Working in pairs, student one sets the timer for three minutes.
3. Student two spins the spinner on the initial sound wheel, and identifies the letter and letter-sound. If correct, student one places one counter in the cup.
4. Reverse roles and continue the game until the timer stops. Count and graph the number of counters in the cup.
5. Taking turns, repeat the activity three more times, attempting to increase speed and accuracy.
6. Peer evaluation



Extensions and Adaptations

- ▶ Use other target letters (Activity Master F.008.AM2).



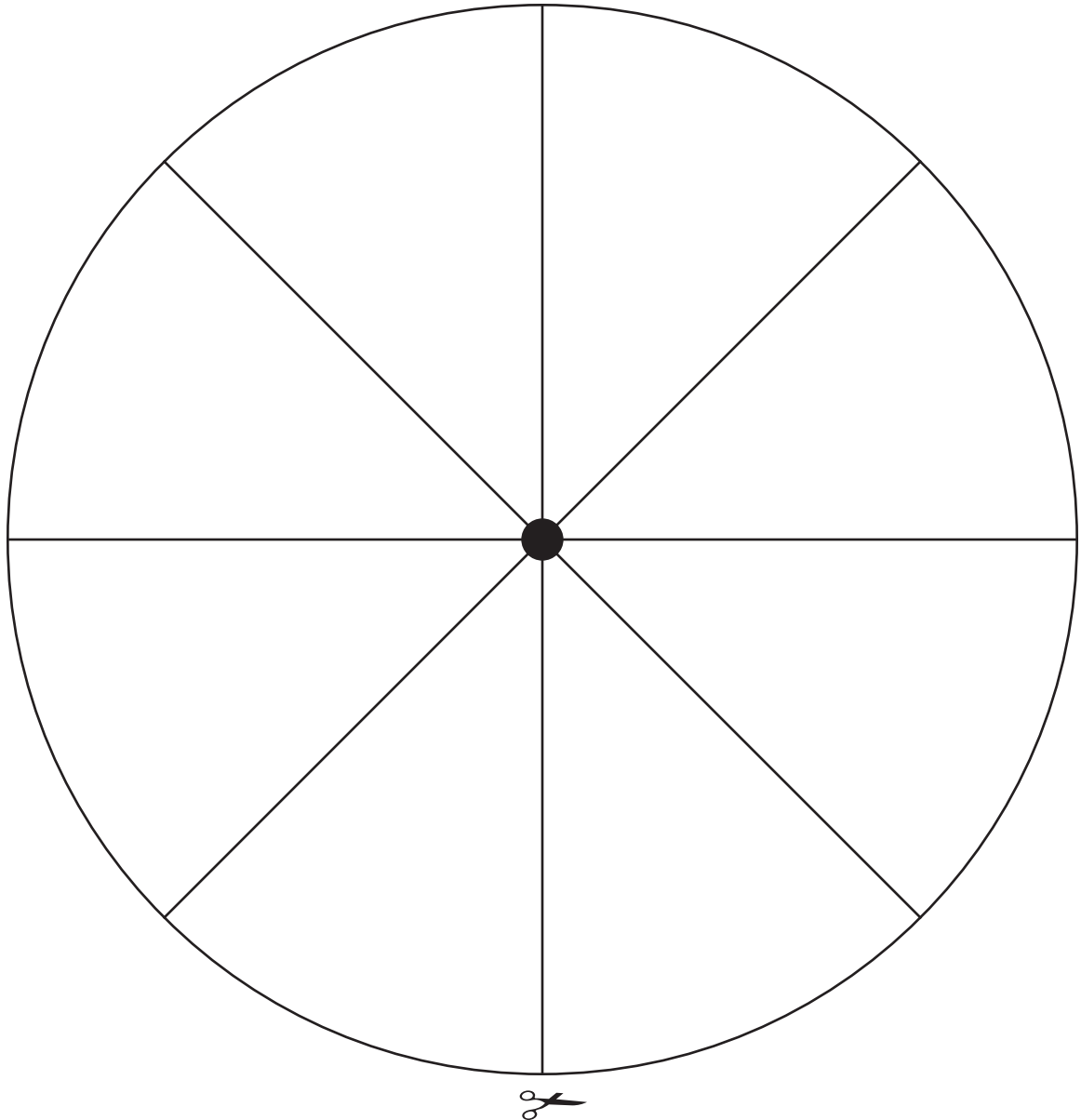
Name _____

Fluency Letter Wheel

F.008.SS

32				
31				
30				
29				
28				
27				
26				
25				
24				
23				
22				
21				
20				
19				
18				
17				
16				
15				
14				
13				
12				
11				
10				
9				
8				
7				
6				
5				
4				
3				
2				
1				
	1	2	3	4

Rounds





Letter Flash



Objective

The student will gain speed and accuracy in letter-sound correspondence.



Materials

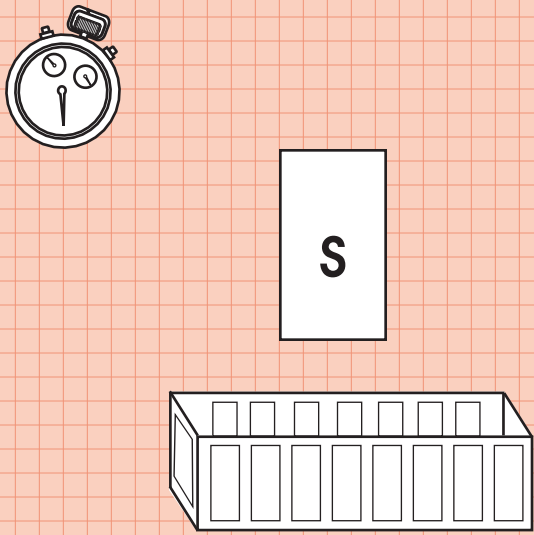
- ▶ Set of letter cards (Activity Master F.005.AM1e - F.005.AM1i)
Choose set of upper or lowercase letters.
- ▶ Basket
Place the letter cards in the basket.
- ▶ Timer (e.g., digital)
- ▶ Student sheet (Activity Master F.009.SS)
- ▶ Pencils



Activity

Students identify letters and letter-sounds in a timed activity.

1. Place the basket of shuffled letter cards, timer, and pencils on a flat surface. Provide each student with a student sheet.
2. Working in pairs, student one sets the timer and turns over one card. Student two names the letter and says the sound. Student one places card in a discard pile.
3. Continue activity until all the letter cards have been used. Record the time for each try.
4. Reverse roles attempting to shorten the length of time needed to identify the letters and letter-sounds.
5. Peer evaluation



Time

	Minutes	Seconds
1st try	2	05
2nd try	1	45
3rd try	—	—
4th try	—	—
5th try	—	—
6th try	—	—
7th try	—	—
8th try	—	—
9th try	—	—
10th try	—	—



Extensions and Adaptations

- ▶ Write each letter.

Name _____

F.009.SS

Letter Flash

Time

Minutes

Seconds

1st try	_____ : _____
2nd try	_____ : _____
3rd try	_____ : _____
4th try	_____ : _____
5th try	_____ : _____
6th try	_____ : _____
7th try	_____ : _____
8th try	_____ : _____
9th try	_____ : _____
10th try	_____ : _____



F.010

High Frequency Words Pictures and Words



Objective

The student will gain speed and accuracy in reading words.



Materials

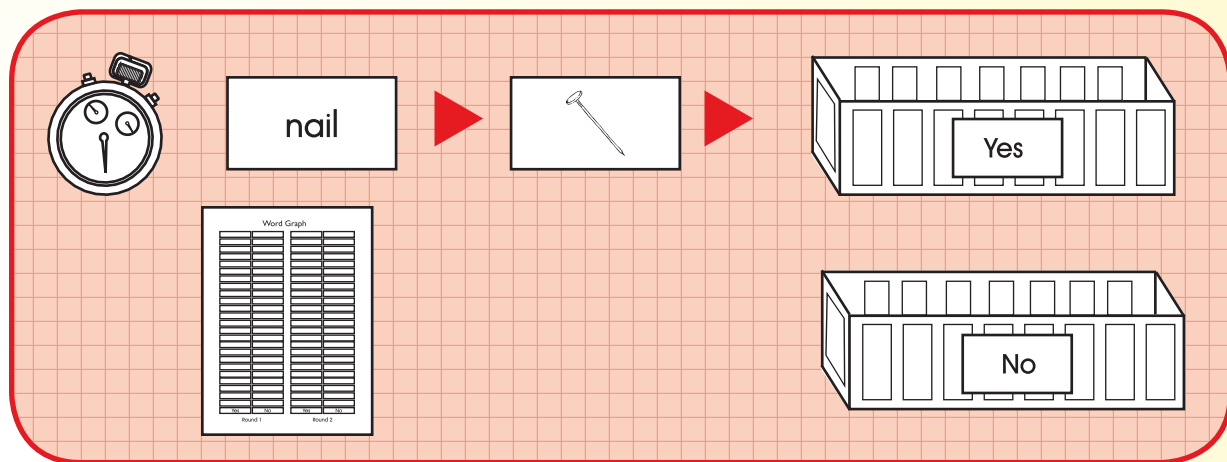
- ▶ Set of picture-word cards (Activity Master F.010.AM1a - F.010.AM1f)
Duplex the cards.
- ▶ Two baskets
Label one basket "Yes" and one basket "No."
- ▶ Word Graph (Activity Master F.010.SS)
- ▶ Timer (e.g., sand or digital)
- ▶ Crayons or markers



Activity

Students blend sounds to read words in a timed activity.

1. Place the baskets, timer, and crayons at the center. Stack the picture-word cards (words face up). Provide the student with a word graph.
2. The student sets the timer for one minute.
3. Picks a card from the stack, reads the word, and turns the card over to self-check using the picture.
4. Places word card correctly identified in the "Yes" basket and word card incorrectly identified in the "No" basket.
5. Continue the activity until the timer stops.
6. Counts the words in the "Yes" and "No" baskets and colors the corresponding number of squares on the graph.
7. Repeat the activity and attempt to increase speed and accuracy.
8. Self-check



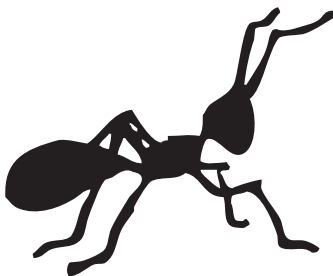
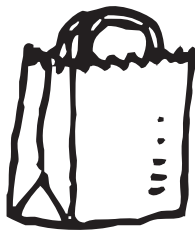
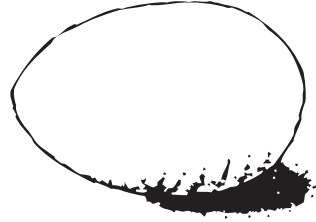
Extensions and Adaptations

- ▶ Write sentences using the word-picture cards.
- ▶ Use other high frequency words.

Fluency

Pictures and Words

F.010.AM1a



egg

cane

dress

bed

coat

bag

chin

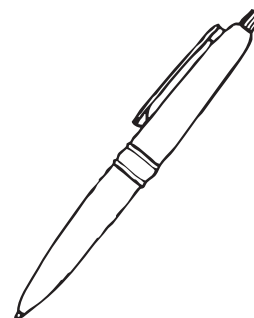
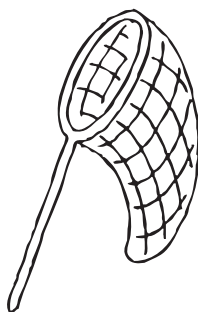
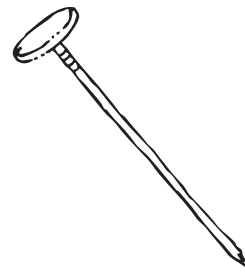
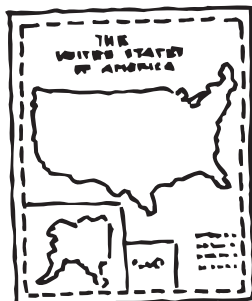
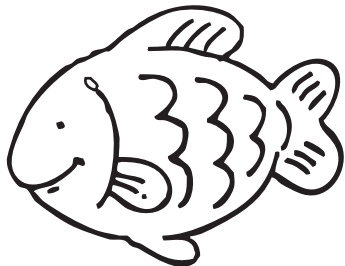
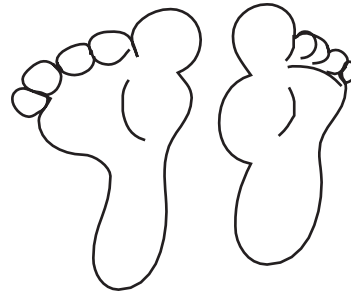
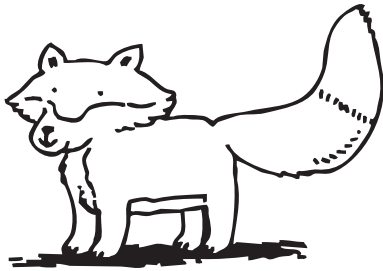
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Fluency

Pictures and Words

F.010.AM1c



feet

fox

grass

fish

nail

map

pen

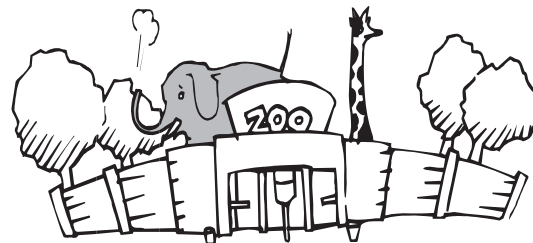
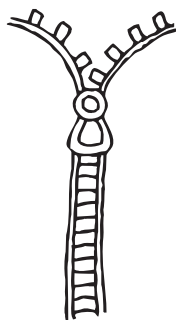
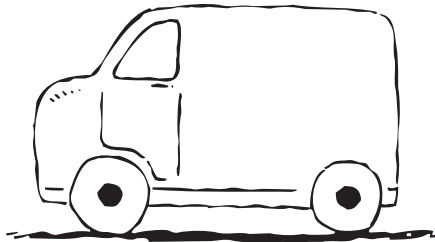
net



Fluency

Pictures and Words

F.010.AM1e



rug

rain

tub

six

wig

van

zoo

zipper



F.O I O.SS

Word Graph

[illegible]

Round 1

[illegible]

Round 2



F.011

Fluency

High Frequency Words

Reading Relay



Objective

The student will gain speed and accuracy in reading words.



Materials

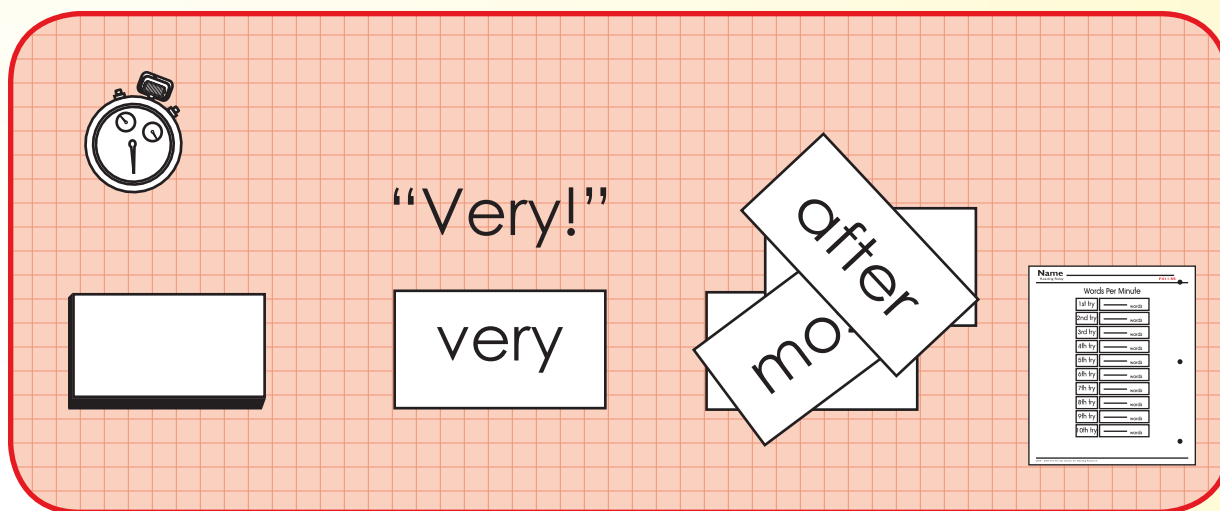
- ▶ Set of high frequency word cards (Activity Master P.HFL.001 - P.HFL.050 See Phonics section)
Choose 50 target words.
- ▶ Timer (e.g., digital)
- ▶ Student sheet (Activity Master F.011.SS)
- ▶ Pencils



Activity

Students take turns reading word cards in a timed activity.

1. Place the timer and student sheet at the center. Stack the set of word cards face down.
2. Taking turns, student one sets the timer for one minute, picks up the first word card from the stack, reads it, and places it in the discard pile. If unable to read the card, counts to five and places it under the stack.
3. As soon as the card is placed in the discard pile, the next student quickly picks up a word card from the stack and reads it.
4. Students continue to pick up cards and read the words until the stack is gone.
5. Student one records the number of words read in one minute on the student sheet.
6. Repeat the activity, attempting to increase speed and accuracy.
7. Peer evaluation



Extensions and Adaptations

- ▶ Use sentences and passages.

Name _____

Reading Relay

F.O.I.I.SS

Words Per Minute

1st try	_____ words
2nd try	_____ words
3rd try	_____ words
4th try	_____ words
5th try	_____ words
6th try	_____ words
7th try	_____ words
8th try	_____ words
9th try	_____ words
10th try	_____ words

**Objective**

The student will gain speed and accuracy in reading words.

**Materials**

- Set of high frequency word cards (Activity Master P.HFL.001 - P.HFL.050 See Phonics section)

Choose target words.

Copy two sets.

**Activity**

Students quickly match words in a card game.

1. Provide each student with a set of word cards at the center.
2. Working in pairs, students place their sets of word cards face up in a row.
3. Student one looks at the cards, says a word, and counts to five while student two quickly finds the matching word in his row.
4. If a match is made before the count of five, student one places the matching cards in a shared stack and reverses roles with student two. If a match is not made, student one calls another word.
5. Continue until all cards are placed in the shared stack.
6. Peer evaluation

day	like	little	make	was	water	good	large	three	are
was	are	water	day	little	make	like	good	three	large

**Extensions and Adaptations**

- Use phrases or short sentences.



Word Flash



Objective

The student will gain speed and accuracy in reading words.



Materials

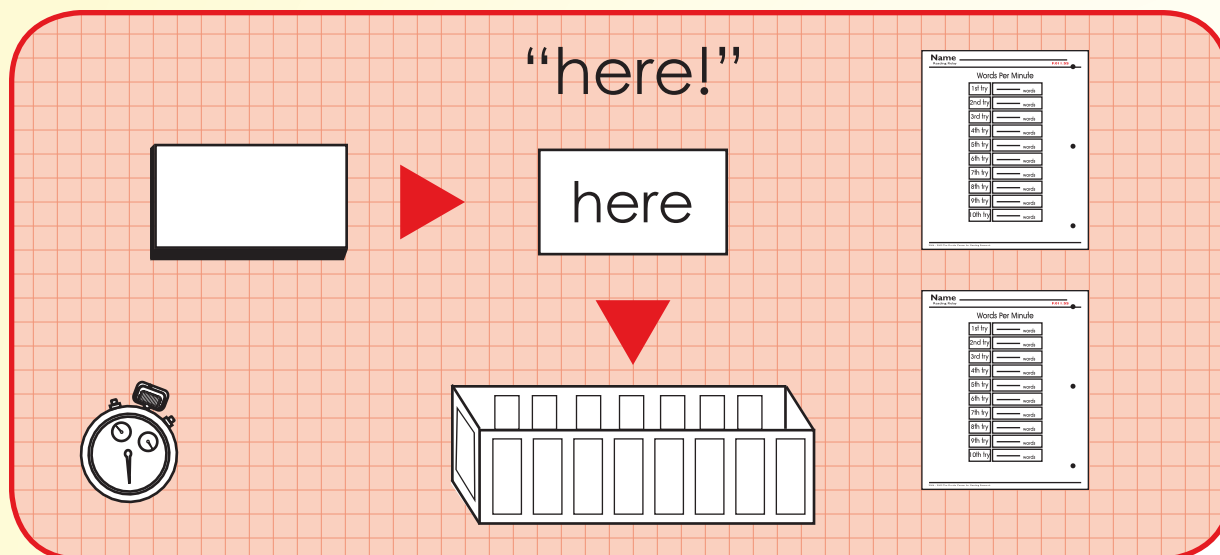
- ▶ Set of high frequency word cards (Activity Master P.HFL.001 - P.HFL.050 See Phonics section)
Choose target words.
- ▶ Timer (e.g., digital)
- ▶ Basket
- ▶ Student sheet (Activity Master F.011.SS)
- ▶ Pencils



Activity

Students quickly read words in a timed activity.

1. Place timer and basket at the center. Stack the set of word cards face down and provide each student with a student sheet.
2. Taking turns, student one sets the timer for one minute, turns a card over, and prompts partner to read the word.
3. If the word is read correctly, the student places the card in the basket. If the word is read incorrectly, places it in a pile next to the basket.
4. Continue the activity until the timer rings. Count the word cards in the basket and record the number on the student sheet.
5. Reverse roles and continue the activity.
6. Peer evaluation



Extensions and Adaptations

- ▶ Use other target high frequency words.

**Objective**

The student will gain speed and accuracy in reading words.

**Materials**

- Construction paper

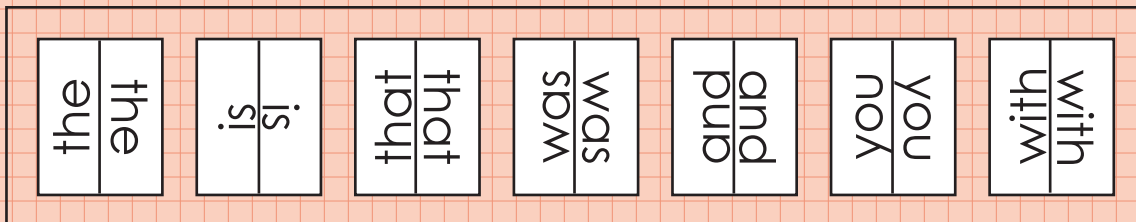
Make a word walk by writing 20 words on ten large sheets of construction paper. Each sheet of paper will have two different words written on it so that the student can read them walking forward and backward. Laminate in a continuous strip leaving space between words.

- Timer (e.g., digital)
- Student sheet (Activity Master F.011.SS)
- Pencil

**Activity**

Students read from a word walk during a timed activity.

1. Place laminated word walk on the floor and timer on a nearby table. Provide each student with a student sheet.
2. Taking turns, student one sets the timer for one minute. Student two reads the words while stepping on the word walk. At the end of the word walk, student two turns and reads the words walking the other way until the timer rings. If a word is missed, student two starts over.
3. Records the number of words read on the student sheet.
4. Reverse roles and repeat activity attempting to increase speed and accuracy.
5. Peer evaluation

**Extensions and Adaptations**

- Use other target words.
- Add more words to word walk (depending on classroom space, may use outside or in hallway).
- Use sentences and short passages.



Word Wiz

Objective

The student will gain speed and accuracy in reading words.

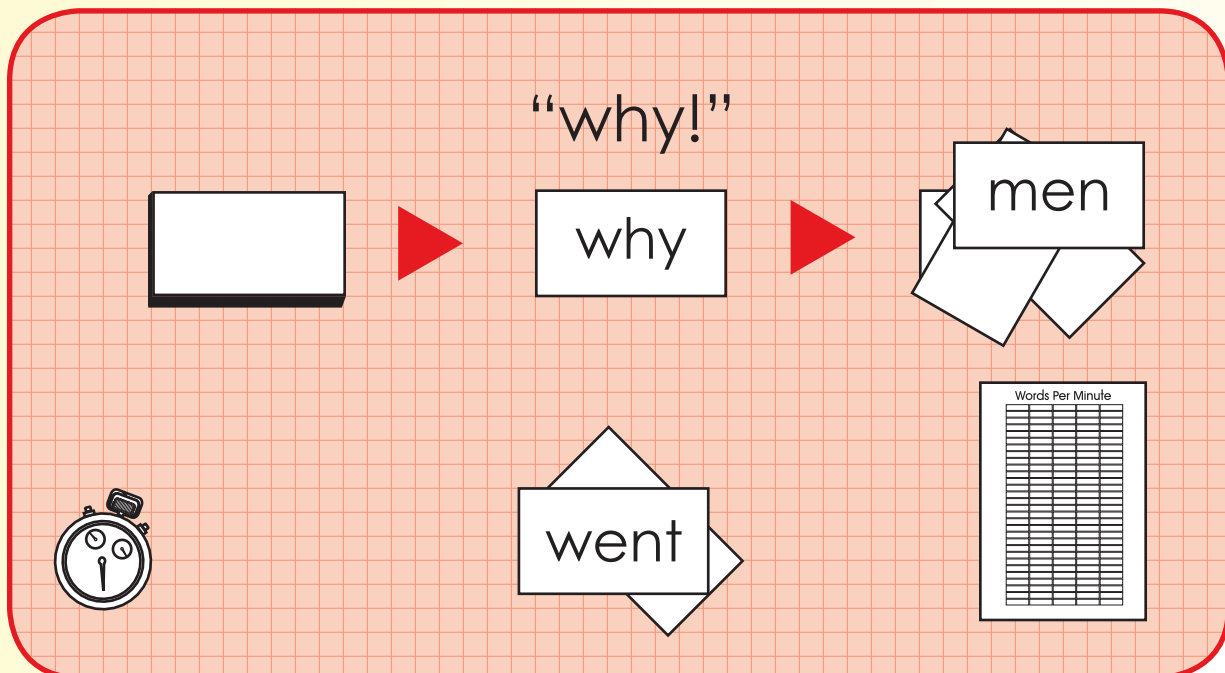
Materials

- ▶ Set of high frequency word cards (Activity Master P.HFL.001 - P.HFL.050 See Phonics section)
Choose 50 target words.
- ▶ Timer (e.g., sand or digital)
- ▶ Student sheet (Activity Master F.015.SS)
- ▶ Pencil

Activity

Students read high frequency words in a timed activity.

1. Place the set of word cards and timer at the center. Provide each student with a student sheet.
2. Working in pairs, student one sets the timer for one minute and turns the word cards over one at a time while student two reads the words as quickly as possible.
3. Student one makes two stacks; words read correctly and words read incorrectly.
4. Student two graphs the number of words read correctly.
5. Reverse roles and continue activity attempting to increase the number of words read correctly in a minute.
6. Peer evaluation



Extensions and Adaptations

- ▶ Use other high frequency words.

Name _____

F.015.SS

Word Wiz

Words Per Minute

30					
29					
28					
27					
26					
25					
24					
23					
22					
21					
20					
19					
18					
17					
16					
15					
14					
13					
12					
11					
10					
9					
8					
7					
6					
5					
4					
3					
2					
1					
	1st try	2nd try	3rd try	4th try	5th try



Sentence Scramble

**Objective:**

The student will gain speed and accuracy in reading words.

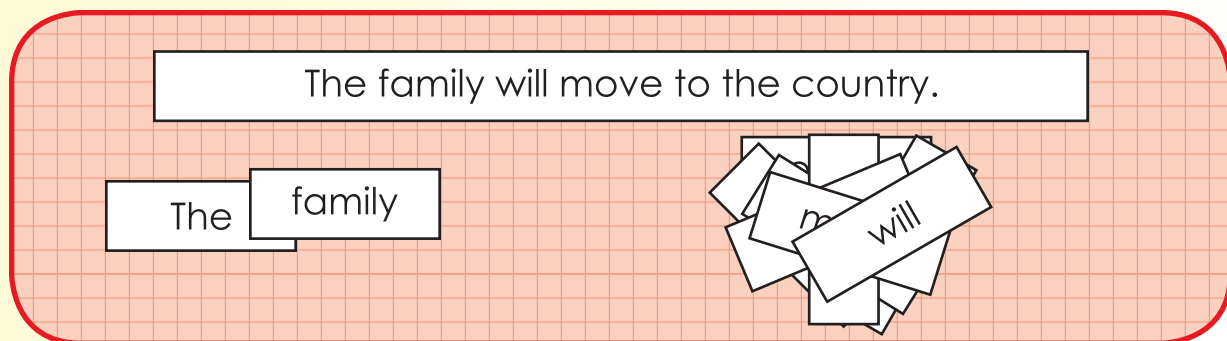
**Materials:**

- ▶ Sentence strips or construction paper
Develop and write 10 sentences based on target words, (e.g., core curriculum or P.HFL.001-P.HFL.050 See Phonics section)
Make two sets, cutting one into words.
- ▶ Student sheet (Activity Master F.016.SS)
- ▶ Tray
- ▶ *Scatter words face up on the tray.*
- ▶ Timer (e.g., digital)
- ▶ Pencils

**Activity**

Students match words to make sentences in a timed activity.

1. Place sentence strips face down, tray of words, and timer at the center. Provide each student with a student sheet.
2. Working in pairs, student one starts the timer, carefully picks up a sentence strip (concealing it from student two) and reads a random word.
3. Student two finds the word on the tray and places it face up on the table.
4. Student one continues to read and call out the other words in the sentence one at time.
5. Student two puts the words in sentence order, stops the timer, and records the time.
6. Student one checks the sentence for accuracy. If the sentence is in the correct order, student two checks the “Yes” box on her student sheet. If the sentence is not in the correct order, she checks “No.”
7. Continue the activity until all the sentences are complete and reverse roles.
8. Repeat the activity attempting to increase speed and accuracy.
9. Peer evaluation

**Extensions and Adaptations**

- ▶ Increase word difficulty in sentences.

Name _____

F.016.SS

Sentence Scramble

Sentence Order		Time
1	Yes <input type="checkbox"/> No <input type="checkbox"/>	_____ Minutes Seconds
2	Yes <input type="checkbox"/> No <input type="checkbox"/>	_____ Minutes Seconds
3	Yes <input type="checkbox"/> No <input type="checkbox"/>	_____ Minutes Seconds
4	Yes <input type="checkbox"/> No <input type="checkbox"/>	_____ Minutes Seconds
5	Yes <input type="checkbox"/> No <input type="checkbox"/>	_____ Minutes Seconds
6	Yes <input type="checkbox"/> No <input type="checkbox"/>	_____ Minutes Seconds
7	Yes <input type="checkbox"/> No <input type="checkbox"/>	_____ Minutes Seconds
8	Yes <input type="checkbox"/> No <input type="checkbox"/>	_____ Minutes Seconds
9	Yes <input type="checkbox"/> No <input type="checkbox"/>	_____ Minutes Seconds
10	Yes <input type="checkbox"/> No <input type="checkbox"/>	_____ Minutes Seconds



F.017

Fluency

Oral Reading

Tape-Assisted Reading



Objective

The student will read with proper phrasing, intonation, and expression.



Materials

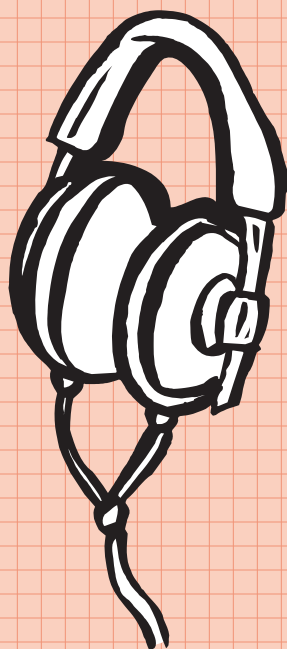
- ▶ Tape player
Place a green sticker on play, red sticker on stop, and yellow sticker on rewind.
- ▶ Headphones
- ▶ Cassette tape
Choose tapes of a book or passage on students' instructional reading level.
- ▶ Book or paper copy of reading passage



Activity

Students follow the text and choral read while listening to a tape recorded book.

1. Place the tape player, headphones, and cassette tape at the center. Provide each student with a copy of the book.
2. The students listen to the tape and follow along pointing to each word in the book.
3. Rewind and read with the tape, emphasizing phrasing, intonation, and expression.
4. Read the book or passage to other students at the center.
5. Self-check



Extensions and Adaptations

- ▶ Illustrate characters and main idea of the story.



Computer-Based Reading



Objective

The student will gain speed and accuracy and read with proper phrasing, intonation, and expression.



Materials

- ▶ Computer
- ▶ Headphones
- ▶ Computer software

Choose fluency-based computer software on students' instructional level.



Activity

Students interact with fluency passages at the computer center.

1. Place the computer software and headphones at the computer center.
2. The student listens to passages and interacts with fluency-based software at the computer center.
3. Progresses to the next level and continues to follow instructions.
4. Self-check



Extensions and Adaptations

- ▶ Use various reading-related computer software programs.

**Objective**

The student will gain speed and accuracy in reading passages.

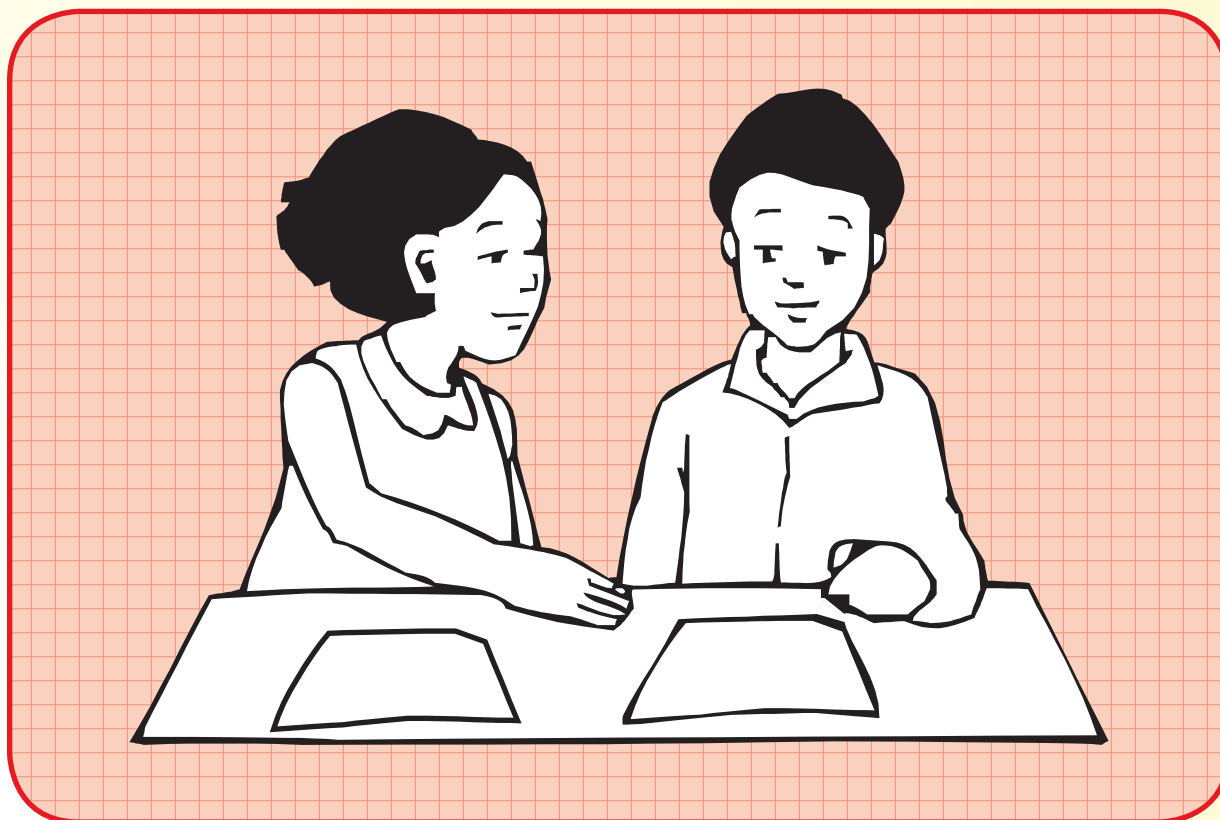
**Materials**

- ▶ Previously introduced decodable text
Select text which focuses on target letter-sound correspondences students need to practice.

**Activity**

Students reread decodable texts.

1. Provide a decodable text for each student.
2. Taking turns, students alternate reading sentences and providing decoding assistance to each other.
3. Continue to reread the entire text until reading with fluency.
4. Peer evaluation

**Extensions and Adaptations**

- ▶ Use Xeroxed copies of the text and circle target sound spellings.
- ▶ Read other decodable texts with targeted letter-sound correspondences.
- ▶ Use a timer to “beat the time.”

Choral Reading



Objective

The student will gain accuracy in reading passages.



Materials

- ▶ Big Book, story, or high frequency words
Choose stories within students' instructional-independent reading level range or list targeted high frequency words.
- ▶ Chart paper
Print story or high frequency words on chart paper so that text is visible to all students.



Activity

Students read a Big Book, story, or high frequency words in unison.

1. Place a Big Book, story, or high frequency words at the center.
2. Students choral read the story or list of words as an assigned student points to each word.
3. Change roles, allowing each student to lead the group, and reread.
4. Peer evaluation



Extensions and Adaptations

- ▶ Use other targeted word lists.
- ▶ Reread decodable texts as a group.



Objective

The student will gain accuracy in reading words.



Materials

- ▶ Set of books or passages

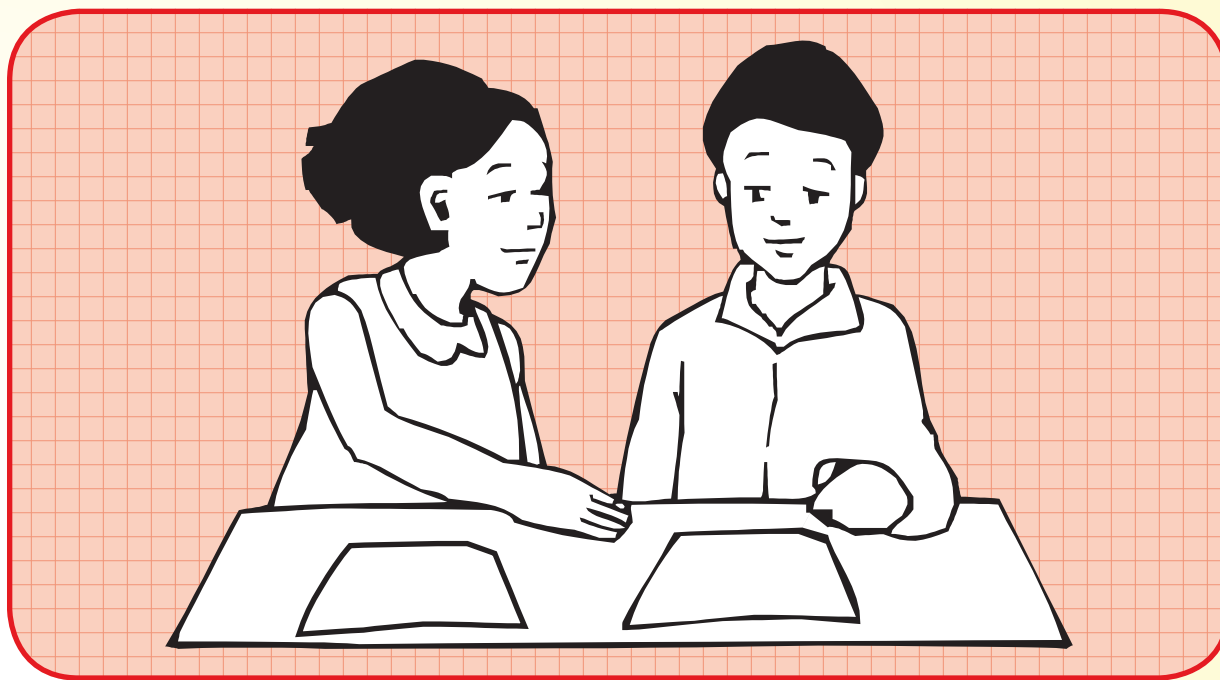
Choose books or passages within lower performing students' instructional-independent reading level range.



Activity

Students read text with a partner of equal or higher reading ability.

1. Rank students by reading ability from highest performing to lowest performing. Split the class in half and pair the top ranked low-performing student with the top ranked high-performing student. Continue pairing in that order.
2. Provide each student a copy of the reading text. Students sit shoulder to shoulder.
3. Working in pairs, student one (the higher-performing student) reads the assigned text aloud, modeling fluent reading. Student two (the lower-performing student) follows the text.
4. Student two reads the same text while student one assists.
5. Repeat the activity, rereading the text several times.
6. Peer evaluation



Extensions and Adaptations

- ▶ After reading, answer comprehension questions.
- ▶ Retell the story with a partner. For example, student one asks, "What happened first?" Student two answers. Student one asks, "What happened next?" Student two answers. Student two continues questioning until student one has retold the entire story in sequence.



Repeated Timed Readings



Objective

The student will gain speed and accuracy in reading passages.



Materials

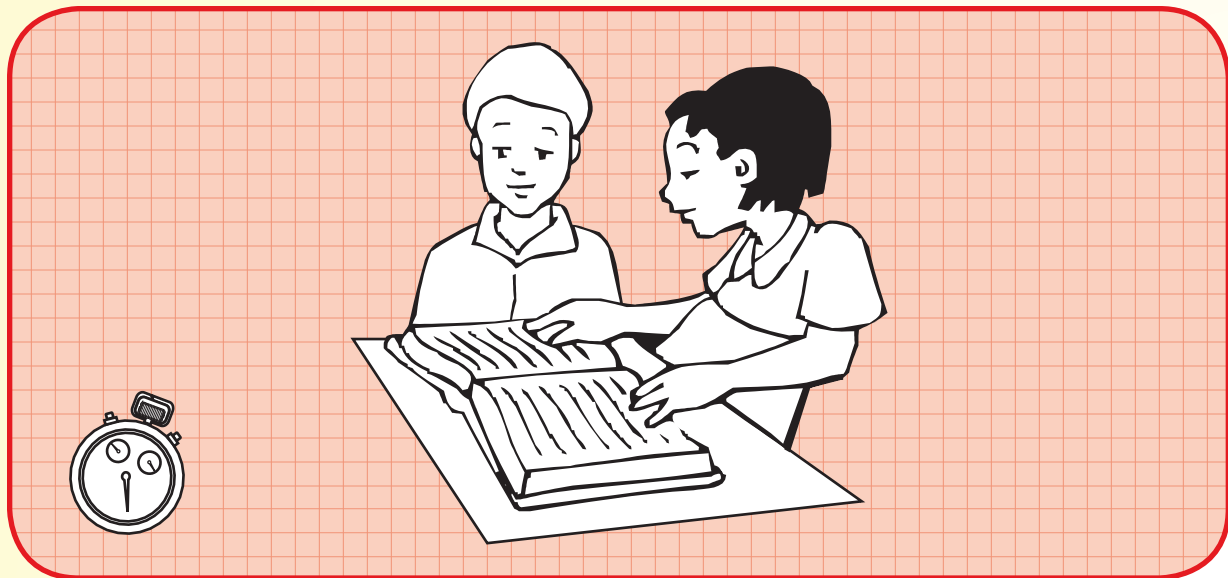
- ▶ Set of books or passages
Choose books or passages within students' instructional-independent reading level range.
- ▶ Timer (e.g., sand or digital)
- ▶ Repeated-Reading Record (Activity Master F.022.SS1)
- ▶ Graph paper (Activity Master F.022.SS2)
- ▶ Pencils



Activity

Students time repeated readings and graph words correct per minute.

1. Provide each student a copy of the text, Repeated-Reading Record, and graph paper. Place the timer at the center.
2. Working in pairs, student one sets the timer for one minute and orally reads the text. Student two follows the text, noting errors.
3. Student one completes the Repeated-Reading Record and graphs words correct per minute with the assistance of student two.
4. Rereads the text and attempts to increase speed and accuracy.
5. Reverse roles and continue the activity.
6. Peer evaluation



Extensions and Adaptations

- ▶ Use Xeroxed copies and mark difficult words for later explanation.
- ▶ Use graph with more fluent readers (Activity Master F.022.SS3).

Name _____

F.022.SS I

Repeated Timed Readings

Title: _____

Date: _____ Pages read: _____

1st Reading

of words read: _____

Subtract # of errors: _____

Words read correctly per minute: _____

2nd Reading

of words read: _____

Subtract # of errors: _____

Words read correctly per minute: _____

3rd Reading

of words read: _____

Subtract # of errors: _____

Words read correctly per minute: _____

Name _____

Repeated Timed Readings

F.022.SS2

30					
29					
28					
27					
26					
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6					
5					
4					
3					
2					
1					

1

2

3

4

5

Rounds

Name _____

F.022.SS3

Repeated Timed Readings

60					
59					
58					
57					
56					
55					
54					
53					
52					
51					
50					
49					
48					
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7					
6					
5					
4					
3					
2					
1					

1st Reading

2nd Reading

3rd Reading

4th Reading

5th Reading



Chunking



Objective

The student will read with proper phrasing, intonation, and expression.



Materials

► Passages

Choose passages within students' instructional-independent reading level range. Divide text into one-to-five word chunks (phrases) by placing slash marks where students should pause. Single slashes may denote short pauses within sentences and double slashes may denote longer pauses at the end of sentences.

► Timer (e.g., sand timer or digital)



Activity

Students read text which has been divided into meaningful phrases by slash marks.

1. Rank students by reading ability from highest performing to lowest performing. Split the class in half and pair the top ranked low-performing student with the top ranked high-performing student. Continue pairing in that order.
2. Provide each student a copy of the text. Place timer at the center.
3. Working in pairs, student one (higher performing student) reads the text pausing briefly between chunks (or phrases) as denoted by slash marks.
4. Student two (lower performing student) repeats the reading, emphasizing the pauses at slash marks.
5. Repeat the activity using a timer to quicken the pace.
6. Peer evaluation

Once upon a time,/a little boy /
went to fly/his kite/in the open
field. // As he ran/with the kite,/
it got caught /in a tall, tall tree.
He didn't know/what to do. // So
he/ran to his brother/shouting,
"Help me, help me! // Please
help me/get my kite down." //



Extensions and Adaptations

- Use longer and/or more difficult passages.

**Objective**

The student will model reading with proper phrasing, intonation, and expression.

**Materials**

- ▶ Set of sentences (Activity Master F.024.AM1a - F.024.AM1c)
Copy on card stock, laminate, and cut apart.

**Activity**

Students read sentences with expression.

1. Place the set of sentences at the center.
2. Working in pairs, student one selects and orally reads the sentence with expression.
3. Student two then repeats the sentence back to student one.
4. Continue until all sentences have been read.
5. Reverse roles and repeat the activity.
6. Peer evaluation

The lion roared loudly, "Mouse,
please help me get this thorn
out of my paw!"

The lion roared loudly, "Mouse, please help me get this
thorn out of my paw!"

**Extensions and Adaptations**

- ▶ Read the sentences together.
- ▶ Use longer sentences or passages.
- ▶ Write other sentences to read.

Little Red Riding Hood said, "Grandmother, what big eyes you have!" The wolf replied in a high voice, "The better to see you with, my dear."

"This bowl of porridge is too cold! This one is too hot! But this one is just right," said Goldilocks.

"Little pig let me come in or I'll huff and puff and blow your house down!" yelled the wolf.

The lion roared loudly, "Mouse, please help me get this thorn out of my paw!"

TRIP, TRAP! TRIP, TRAP! "Who's that trip-trapping over my bridge?" shouted the troll.



The mouse was very afraid. "Please let me go," the mouse begged.

"Oh, Turkey-Lurkey, the sky is falling! We are going to tell the king," cried Goosey-Loosey.

"Somebody has been sitting in my chair!" growled Papa Bear.

"Run, run as fast as you can! You can't catch me! I'm the Gingerbread Man!"

"Somebody has been sitting in my chair and they broke it!" whined Baby Bear.



The goose said, "Stop Gingerbread Man! I would like to eat you!"

The first little pig shouted, "Not by the hair on my chinny, chin, chin!"

"Grandmother, what big teeth you have!" said Little Red Riding Hood.

The third goat had a big voice. "IT IS I, THE BIGGEST BILLY GOAT GRUFF!" he bellowed.





F.025

Fluency

Oral Reading Reader's Theatre



Objective

The student will read with proper phrasing, intonation, and expression.



Materials

- ▶ Readers Theatre script (Activity Master F.025.AM1a - F.025.AM1d)
Choose stories with dialogue rich text and develop scripts within students' instructional-independent reading level range. Locate appropriate scripts on the Internet.



Activity

Students rehearse and read text that lends itself to dialogue and expression.

1. Provide scripts for each student with specific parts highlighted.
2. Taking turns, students read assigned parts of the script while providing assistance to one another with unknown words and/or phrasing, intonation, and expression.
3. Change characters and continue until every student has a turn reading each part.
4. Peer evaluation

The Three Bears

Characters:

Narrator
Baby Bear
Momma Bear
Papa Bear
Goldilocks

Narrator: Once upon a time there were Three Bears who lived in a house in the woods.

Baby Bear: One of them was Baby Bear.

Momma Bear: One was Momma Bear.

Papa Bear: And the other was Papa Bear.

Narrator: They each had a bowl for their porridge.

Baby Bear: The Baby Bear had a little wee bowl.

Momma Bear: The Momma Bear had a medium-sized bowl.

Papa Bear: And the Papa Bear had a great big bowl.

Narrator: They each had a chair to sit in.

Baby Bear: The Baby Bear had a little wee chair.

Momma Bear: The Momma Bear had a medium-sized chair.

Papa Bear: And the Papa Bear had a great big chair.

Narrator: And they each had a bed to sleep in.



Extensions and Adaptations

- ▶ Students write plays to use for Readers Theatre.
- ▶ Increase the reading difficulty of the scripts.

The Three Bears

Characters:

Narrator
Baby Bear
Momma Bear
Papa Bear
Goldilocks

Narrator: Once upon a time there were Three Bears who lived in a house in the woods.

Baby Bear: One of them was Baby Bear.

Momma Bear: One was Momma Bear.

Papa Bear: And the other was Papa Bear.

Narrator: They each had a bowl for their porridge.

Baby Bear: The Baby Bear had a little wee bowl.

Momma Bear: The Momma Bear had a medium-sized bowl.

Papa Bear: And the Papa Bear had a great big bowl.

Narrator: They each had a chair to sit in.

Baby Bear: The Baby Bear had a little wee chair.

Momma Bear: The Momma Bear had a medium-sized chair.

Papa Bear: And the Papa Bear had a great big chair.

Narrator: And they each had a bed to sleep in.

Baby Bear: The Baby Bear had a little wee bed.

Momma Bear: The Momma Bear had a medium-sized bed

Papa Bear: And the Papa Bear had a great big bed.

Narrator: One morning, the Three Bears made porridge for breakfast, but it was too hot to eat! So they decided to go for a walk in the woods until it cooled.

While the Three Bears were walking, a little girl named Goldilocks came to their house. First, she looked in at the window, and then she peeked through the keyhole.

Goldilocks turned the handle of the door. The door was not locked, so Goldilocks opened the door and went right in.

There was the porridge on the table. It smelled very, very good! She went straight to it.

First, she tasted the porridge of the Papa Bear.

Goldilocks: Um, this is too hot.

Narrator: Then she tasted the porridge of the Momma Bear.

Goldilocks: Um, this is too cold.

Narrator: Then she tasted the porridge of the Baby Bear.

Goldilocks: Oh, this is just right. I like it so much I think I'll eat it all up!

Narrator: Then Goldilocks went into the living room to see what else she could find. There were the three chairs.

First, she sat down in the chair of the Papa Bear.

Goldilocks: Um, this is too hard.

Narrator: Then she sat down in the chair of the Momma Bear.

Goldilocks: Um, this is too soft.

Narrator: Then she sat down in the chair of the Baby Bear.

Goldilocks: Oh, this is just right. I like it so much I think I'll rock and rock!

Narrator: BUT, the bottom of the chair fell out! Down she went onto the floor with a CRASH!

Goldilocks went into the bedroom where the Three Bears slept.

First, she lay upon the bed of the Papa Bear.

Goldilocks: Um, this bed is too high at the head for me.

Narrator: Then she lay upon the bed of the Momma Bear.

Goldilocks: Um, this bed is too high at the foot for me.

Narrator: Then she lay down upon the bed of the Baby Bear.

Goldilocks: Oh, this is just right! I like it so much I think I'll go to sleep!

Narrator: By this time, the Three Bears thought their porridge would be cool enough. So they came home for breakfast.

Goldilocks had left the spoons of the Bears in their porridge bowls and they all noticed right away!

Papa Bear: Somebody has been eating my porridge!

Baby Bear: Somebody has been eating my porridge and it's all gone!

Narrator: Goldilocks had left the chair cushions a mess.

Papa Bear: Somebody has been sitting in my chair!

Momma Bear: Somebody has been sitting in my chair!

Baby Bear: Somebody has been sitting in my chair and it is broken!

Narrator: The Three Bears went into the bedroom.

Goldilocks had left all of the bed pillows out of place.

Papa Bear: Somebody has been lying in my bed!

Momma Bear: Somebody has been lying in my bed!

Baby Bear: Somebody has been lying in my bed and here she is!

Narrator: All three bears let out a long yell.

All Three Bears: Aaaaahhhhhh!

Narrator: This woke Goldilocks up. The Three Bears were all staring at her.

Goldilocks was so frightened that she jumped out of bed and ran away as fast as she could and never came back!